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ABSTRACT

This study determines that adolescents' attitudes toward older persons, while not negative as originally supposed, can be changed in a more positive direction through planned educational experiences. Situational and personal characteristics account for variance in pretest attitudes evidenced toward the aged. The study was conducted on ninth-grade students in North Carolina public schools. Ten lesson plans, used in a two-week unit in social studies classes, describe aspects of aging and ways for youths to appreciate aging as part of the total life experience. Supplementary materials for use with the lesson plans are presented. Changed attitudes among subjects resulting from participation in the program persisted over a period of four to six months. (Author/BEF)

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January, 1979

ED176143

THE IMPACT OF A SERIES OF LEARNING EXPERIENCES ON NINTH-GRADE STUDENTS' ATTITUDES TOWARD THE AGED

(Summary and Lesson Plans)

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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The Impact of a Series of Learning Experiences on Ninth-Grade Students' Attitudes Toward the Aged

by

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The Impact of a Series of Learning Experiences On Ninth-Grade Students' Attitudes Toward the Aged

ABSTRACT: The central purpose of this study was to determine whether adolescents' attitudes toward older persons could be changed in a positive direction through planned educational experiences designed specifically to change attitudes. A second purpose was to determine the extent to which certain personal and situational characteristics of adolescents were associated with attitudes toward the aged and attitude change. A third purpose was to determine if the attitudes changed through the educational experiences would persist after a time period of four to six months.

The population for this study consisted of ninth-grade students in the public schools of North Carolina. The State of North Carolina was divided into three geographical areas. Nine school systems, three from each area, were selected at random. All schools in the selected systems that had "American Studies" social studies programs in their ninth grades were assigned numbers and one school from each system was drawn at random. The ninth-grade social studies class became the experimental group and a class of ninth graders meeting at the same time became the control group. The experimental group participated in a ten-session study especially designed to change attitudes toward older persons. The control group merely completed the pretests, posttests, and follow-up posttests.

The Kogan O. P. Attitude Scale was administered to all participants before and after the experiment and four to six months later. The Purpose in Life Test (PIL) was administered to all participants before the experiment. A total of 451 persons completed pretests and posttests and 388 individuals completed all three administrations of the tests. The least squares analysis was the statistical procedure used to analyze the data at a .05 level of significance.

It was expected that the adolescents participating in this study would hold negative attitudes toward the aged, but they were positive. "Purpose in life" and "schools within region" were the personal and situational characteristics which seemed to account for much of the variance in pretest attitudes toward the aged.

The young people's attitudes toward the aged changed significantly in a positive direction following the lesson series. It was concluded that the lesson series had a significant impact on these changes. There was no significant change in the control group. The changed attitudes resulting from participation in the unit on aging did persist over the period of four to six months.

Only one variable was significantly related to the amount of change in attitudes which occurred between the pretest and posttest—the group to which the respondents belonged, whether treatment or control. This analysis reinforced the earlier conclusion that the social studies unit did have a positive effect on attitudes toward the aged. For the change in attitude scores from the posttest to the follow-up posttests, "schools within region" was the only variable significantly related to the difference scores.

INTRODUCTION

Purpose

This study was an extension of an earlier project funded by the Andrus Foundation entitled "The Development and Evaluation of a Series of Learning Experiences Designed to Effect Changes in Adolescents' Attitudes Toward the Aged." That study, whose population consisted of 4-H Club youth between the ages of 13-18, concluded that attitudes toward the aged could be changed significantly through learning experiences. It was felt that extending the previous project into the public schools would involve a more representative cross-section of youth.

The central purpose of this study, as in the previous study, was to determine whether adolescents' attitudes toward older persons could be changed in a positive direction through planned educational experiences designed specifically to change attitudes. A second purpose was to determine the extent to which certain personal and situational characteristics of adolescents were associated with attitudes toward the aged and attitude change. A third major purpose was to determine if the attitudes changed through the educational experiences would persist after a time period of four to six months.

Specifically, the research sought answers to the following questions:

1. What are the attitudes of ninth-grade students in North Carolina toward the aged?
2. To what extent are selected personal and situational factors related to adolescents' attitudes toward the aged?
3. To what extent can adolescents' attitudes toward the aged be changed in a positive direction through a series of 10 fifty-minute lessons?
4. To what extent are selected personal and situational factors related to changes in adolescents' attitudes toward the aged?
5. Do changed attitudes persist after a lapse of four to six months?

Background and Need for the Study

For years it has been recognized that the image of older adults in American society is less than desirable. "To be old" is not the best option if one is comparing it with "being young." Most persons do not look forward to "being old." Society's views toward the elderly appear to have an impact on the treatment of older persons. Attitudes of others may be critical for the adjustment and, maybe, even the survival of our older citizens. A review of the literature reveals that the views of others affect older adults' own self-image, feelings of usefulness and adequacy, and attitudes toward life itself.

If the goal is to improve the quality of life for older persons, it appears that attention must be given to altering the negative attitudes now held. It is generally accepted that a most advantageous time for beginning a program about aging is during the attitude-forming period of childhood and adolescence. If values, attitudes, and stereotypes become internalized by later childhood or youth, they tend to persist throughout one's life and have a strong influence upon the way the individual lives his/her adult roles. While some research reports contrary evidence, most studies show that youth generally hold negative attitudes toward the aged. Some research even suggests that young people hold more negative views toward the aged than any other age group.

If the research findings are indeed true, it becomes imperative that the negative attitudes cycle be broken. This study attempts to be a step in that direction.

Research Procedures

The population for this study consisted of ninth-grade students located in the public schools in the 100 counties of North Carolina. The State of North Carolina was divided into three geographical areas (west, central, east). Three school systems were selected at random within each area. The Assistant Director of the Division of Social Studies verified if the selected school systems had a social studies program known as "American Studies Programs" in their ninth grades. This particular program allowed teachers a great amount of freedom in selecting topics for study. All schools in the selected systems having ninth-grade classes were assigned numbers and one school from each system was drawn at random. One ninth-grade social studies class in each school became the experimental group, and another ninth-grade class in each school meeting at the same time became the control group.

The social studies classes participated in a two-week study of aging (10 fifty-minute lessons) led by their regular teachers. The experiment ran in the Spring Semester between March and May. The control group in each school merely completed the pre- and post-attitude tests. The Kogan O. P. Attitude Scale was administered to all participants before and after the experiment. The Purpose in Life Scale (PIL) was administered to all participants before the experiment. In September the researchers returned and had each participant complete the Kogan O. P. Scale as a follow-up posttest. There were 451 youth (224 in treatment and 227 in control) who supplied data for the pretest and posttest. Of this number, 388 participated in the follow-up posttest.

Processing of data and statistical procedures were carried out at the Triangle Universities' Computation Center using the Statistical Analysis System (SAS). Least squares analysis was the statistical procedure used to analyze the data.

Results and Conclusions

Even though their previous study had indicated that the 4-H youth had slightly positive attitudes toward older persons (Trent, Glass, and Crockett, 1977), the researchers felt that the evidence in the literature suggested that the public school adolescents in this study would hold generally negative attitudes toward the aged. This expectation was not confirmed. The mean pretest attitude score for the total sample was 3.942 out of a possible 6.0, indicating a slightly positive attitude toward the aged.

While the attitude was not overwhelmingly positive, *it was positive*. Such a finding is contrary to most research among adolescents. Thus, this study and an earlier study conducted by these researchers among North Carolina 4-H youth (Trent, Glass, and Crockett, 1977) indicate that adolescents have a positive attitude toward older persons. It is difficult to explain these findings. It is not known if such positive attitudes are true just for North Carolina youth, or whether they are now typical of adolescent attitudes in other states and regions. It may be that the positive attitudes are a reflection of the influence of the Southern Bible Belt on these youth. It may be that youth's attitudes toward older persons are beginning to take a positive turn, even if ever so slight, and these findings are a reflection of that trend.

Personal and situational characteristics of the respondents which seemed to account for much of the variance in pretest attitudes toward the aged were "schools within region" and "purpose in life." There did appear to be differences in attitudes between various schools within the geographical regions. This study was not able to account for these differences. Those adolescents with higher Purpose in Life (PIL) scores held significantly more positive attitudes toward the aged than those with lower PIL scores.

The relationship between attitude toward the aged and region approached significance, indicating that this relationship needs to be examined in greater depth in future studies. Those adolescents living in the Central region had the highest pretest mean scores, followed by those in the West, and then the East region. The variable of race was significant at the .12 level on the pretest for those 451 youth who took both the pretest and posttest, and this variable may need to be studied more closely in later studies. Race was highly significant on the pretest scores of the 388 youth who completed all three administrations of the attitude scale. White respondents held more positive attitudes toward the aged than black or native Americans, and it appears that the native Americans held much lower scores than the blacks.

The variables of sex, number of brothers and sisters, birth order, and whether or not grandparents live in the home were not significanlty related to attitudes toward older persons.

At this point, it should be pointed out that various variables used in this study may be interacting with each other and, thus, influencing attitudes toward older persons. For instance, "race" may be interacting with "schools within region." The researchers attempted to compute a least squares analysis which would take into account several interactions, but it was not possible to do this. Because of the limited sample size there were not enough cases to estimate all the interactions the researchers wanted to estimate. This means that the analysis used assumed that no interaction effects existed between variables, but this may not have been the case. It may be that there were some confounding variables which may not be accounted for in the analysis. If such confounding was occurring, it could have been affecting the data.

With these cautions, the analysis as presented would lead one to conclude that adolescent ninth-graders who possess a positive sense of meaning and purpose in their own lives will hold more positive attitudes toward life in general and toward the aged specifically. Also, it appears that there are differences in attitudes toward older persons as held by ninth-graders in various schools within the geographical area of the State of North Carolina. One might also expect that the social situation encountered by non-white minority groups in the American society would cause such persons to encounter a number of older people who have a "negative existence." Such frequent encounters might, thus, influence attitudes toward older persons and aging in general.

The major emphasis of the research was to determine whether adolescents' attitudes toward the aged could be changed through educational experiences specifically designed to change attitudes. This research demonstrated that attitudes could, indeed, be changed through participation in 10 fifty-minute lessons offered in ninth-grade social studies classes. There was no significant change in the control group.

Another area of interest in this study was to determine if the changed attitudes would persist over a four to six month period. Both the treatment and control groups slightly increased their mean scores from the time of the posttest to the follow-up posttest. The analysis indicated that there was still a significant difference between the two groups on the follow-up posttests. On the basis of the data, one can conclude that the changed attitudes resulting from participation in the unit on aging do persist over a period of four to six months.

The last part of the data analysis focused on the relationships between changes in attitude toward the aged and personal and situational characteristics of the respondents, i.e. educational experience group, region, schools within region, race, sex, age, number of brothers and sisters, birth order, grandparents living in the home, and purpose in life.

The least squares analysis indicated that only one characteristic was significantly related to the amount of change in attitudes toward the aged—the group to which the respondents belonged, whether treatment or control. The analysis reinforces the earlier conclusion that the social studies unit used in this study does have a positive influence on attitudes toward the aged. The characteristics of birth order and region, though not significant at the .05 level chosen for this study, were significant at the .10 level.

When the change in attitudes between pretest and posttest were analyzed for the 388 students completing all three administrations of the attitude scale, the group to which one belonged was still a significant variable and the region in which one lived was also significant (.0281). The West region had the greatest difference, followed by the Central region and then the East. The change in attitudes between the pretest and posttest was twice as great for the West (0.28) as for the East (0.14). Birth order (.07) was again not significant at the .05 level. In the analysis of the change in pretest-posttest attitudes for the 388 students, "schools within region" was a variable which approached significance (.06), contrary to what occurred in analysis of the 451 students. It would appear that birth order, region, and schools within region need to be studied closely in future research regarding attitudes toward older persons.

In attempting to determine if there was a difference in the change of attitudes between the treatment and control group from the posttest to the follow-up posttest, the analysis revealed that the control group had a greater change (0.09) over the four to six month period than did the treatment group (0.02). The least squares analysis revealed no significant difference between change in attitudes between the two groups. The difference was significant at the .10 level, however. One explanation of this difference may be that the control group was curious to find out what occurred in the classes attended by the treatment group. As the two groups interacted, it may be that the adolescents in the treatment group had some influence on the control group, thus resulting in a greater change over the four to six month period.

For the change in attitude scores from the posttest to follow-up posttest, "schools within region" was the only variable significantly related to the difference scores. There did appear to be differences in the change in attitudes between the schools within each region during the four to six month time lapse. "Region" and "purpose in life" approached significance.

Implications

The findings of this study provide a number of important implications for individuals, agencies, and organizations concerned with education about aging and the aged. One implication relates to the public school. This study has demonstrated the effectiveness of a particular unit on aging in changing attitudes toward older persons within a particular segment of the population, namely, ninth-grade students. While further evidence needs to be gathered regarding its effectiveness, it would seem that this unit can be used with some assurance in other school systems in North Carolina and in other states.

Of interest to the educational community is the fact that attitudes of adolescents can be changed significantly over a *period of two weeks* through educational experiences designed specifically to change attitudes. And there is evidence in this study to show that the change remained after four to six months. This change seemed to occur through the study of one unit in one course over a two week period. It is exciting to ponder what might occur if numbers of times throughout a child's K-12 schooling he or she would study a number of positive facts and feelings regarding aging and older persons in a number of different courses. There are a number of subjects—history, English, health, biology, psychology, civics—in addition to social studies which could deal with various aspects of aging. If the individual encountered positive, as well as the negative aspects of aging throughout the public school, it is logical to assume that attitudes toward older persons and toward one's own aging might become more positive. If attitudes can be changed with such a short exposure to the area, think what might occur with more exposure spread among months and years.

If attitudes are learned, it should be possible to change attitudes of all segments of society through carefully planned educational experiences. The findings of this study provide some insight into possible methods and techniques for changing attitudes of other segments of society toward older persons.

Older adults and those who work with them should be heartened to realize that not all young people view older persons negatively. The findings from this study should dispel some of the false impressions of young people held by adults.

LESSON PLANS

SESSION I

Aging--What Is It.

Aim: To acquaint students with some of society's ideas and stereotypes about the aging process and to discuss some of the students' reactions to the problems and satisfactions of aging.

Resources Needed:

Pencils, paper
Cassette tape player
Cassette tape with songs about aging
Sheets with the words to the songs
Chalkboard and chalk or newsprint
China markers
Perception of Older Adults Scale
Purpose In Life Scale (PIL) for all students
Questionnaire for all students

Room Arrangement:

If possible, the room should be arranged with chairs around a table or in a semi-circle, in order to encourage discussion. Place pictures of elderly people doing a variety of activities around the room. Pictures of well-known elderly people who continue to be active in society might also be used.

As students enter the room, have background music playing from the cassette tape that will be used in activity B.

Teaching Plans for Session:

Approx. Time: 25 min.

A. Introduction.

The two-week session might be introduced in this manner:

"For the next ten class periods we will be studying human development in the later period of life. We will explore some of the problems and satisfactions of aging, exploring views of our own aging as well as aging in persons in their later years. To

begin the project there are three forms to be filled out. These are not tests and will not affect your grade, but are a means by which we can see if the learning experience has any effect on what we think about older people. We need to identify your forms and keep them together, so please put your phone number, not your name, on each sheet.

The purpose of the Perceptions of Older Adults Scale is to determine present attitudes toward elderly people. The Perceptions of Older Adults Scale will be administered again at the end of the two-week period and the results will be compared with the first session to see what changes in attitude have occurred.

The purpose in using the PIL is to determine if our feelings about life have any influence on how we feel about old people."

Administer the Perceptions of Older Adults Scale, the Purpose in Life Scale (PIL), and the Questionnaire.

Play the cassette tape for background music while the students are filling out the forms. As the students hand in their finished papers, place the papers in a large manilla envelope. Give each student as he/she finishes the papers a copy of the words of the songs to follow.

10 min. B. Music Activity.

"Music is very revealing. It reflects the pleasures, anxieties, and problems of people, particularly in the 1970's. I'd like for you to listen to 'When I Am Sixty-four' by the Beatles. While you are listening, think about how you would answer these questions:

1. What kind of images of elderly people are projected in the song?

2. Do you feel that the images are typical of the 64-year-old? Why or why not?"

As a total group, listen to the song, "When I Am Sixty-four." Following the presentation of the song, restate the two questions for general discussion.

15 min. C. Discussion Activity.

In the classtime remaining, divide the class into discussion groups of five or six members. Ask half of the groups to discuss the question, "What do you see as some of the major problems faced by people over 65 in this community?" Ask the other half of the groups to discuss the question, "What do you see as some of the major satisfactions of people over 65 in this community?"

Have each group select a person to record the group's answers and put these answers on newsprint. Approximately ten minutes could be spent in small groups. Newsprint reports should be placed on a bulletin board or wall and will be used in Session VI. If there is time, ask each recorder to summarize the ideas developed by each group.

WHEN I AM SIXTY-FOUR
By: The Beatles

When I get older, losing my hair
Many years from now

Will you still be sending me a Valentine
Birthday greetings, bottle of wine

If I'd been out till a quarter to three
Would you lock the door?

Will you still need me?
Will you still feed me?
When I am 64

You'll be older, too,
And if you say the word,
I could stay with you.

I could be handy mending the fuse
When your lights have gone

You can knit a sweater by the fireside
Sunday morning go for a ride

Doing the garden, digging the weeds
Who could ask for more

Will you still need me?
Will you still feed me?
When I am 64

Every summer we can rent a cottage
In the Isle of Wight, if it is not too dear

We shall scrimp and save
Grandchildren on your knee
Vera, Chuck and Dave

Send me a post card, drop me a line
Stating point of view

Indicate precisely what you mean to say
Yours sincerely, wasting away

Give me your answer, fill in a form
Mine forevermore

Will you still need me?
Will you still feed me?
When I am 64

ELEANOR RIGBY

Sung by: Johnny Mathis
Composed by: Beatles

Organ Music ah..h..h
Look at all the lonely people

Organ music ah..h..h
Look at all the lonely people

Eleanor Rigby
Picks up the rice in the church
Where the wedding has been

Lives in a dream
Waits at the window
Wearing a face that she keeps
In a jar by the door

Who is it for? ---

All the lonely people
Where do they all come from?

All the lonely people
Where do they all belong?

Father McKensie
Writing the words of a sermon
That no one will hear
No one comes near

Look at him working
Darning his socks in the night
When there's nobody there
What does he care?

All the lonely people
Where do they all come from?

All the lonely people
Where do they all belong?

Eleanor Rigby
Died in the church
And was buried along with her name
Nobody came

Father McKensie
Wiping the dirt from his hands
As he walks from the grave
No one will say

All the lonely people
Where do they all come from?

All the lonely people
Where do they all belong?

BOOKENDS THEME SONG

By: Simon and Garfunkel

Time it was,
And what a time it was,
It was ...
A time of innocence
A time of confidences.
Long ago...it must be...
I have a photograph
Preserve your memories;
They're all that's left you.

OLD FRIENDS

By: Simon and Garfunkel
Album: "Bookends"

Old friends,
Old friends

Sat on their park bench
Like bookends.

A newspaper blown through the grass
Falls on the round toes
The high shoes
Of the old friends.

Old friends,
Winter companions,

The old men
Lost in their overcoats,
Waiting for the sunset.

The sounds of the city,
Sifting through trees,
Settle like dust
On the shoulders
Of the old friends.

Can you imagine us
Years from today,

Sharing a park bench quietly?
How terribly strange
To be seventy.

Old friends,
Memory brushes the same years
Silently sharing the same fear ...

GRANDMA'S HANDS

By: Bill Withers

Grandma's Hands --
Clapped in church on Sunday morning

Grandma's Hands --
Played a tambourine so well

Grandma's Hands --
Used to issue out a warning

She'd say:
"Billy, don't ya run so fast,
Might fall on a piece of glass ...
Might be snakes there in that grass"

Grandma's Hands -- (Music)

Grandma's Hands --
Soothe a locolump with butter

Grandma's Hands --
Used to ache sometimes and swell

Grandma's Hands --
Used to lift a face and tell us

She'd say:
"Baby, Grandma understand --
That you really love that Man
Put yourself in Jesus' Hands"

Grandma's Hands -- (Music)

Grandma's Hands --
Used to hand me piece of candy

Grandma's Hands --
Picked me up each time I fell

Grandma's Hands -- Boy!
They really came in handy

She'd say:
"Mattie, don't you whip that boy
What you wanna spank him for
He didn't drop no apple core"
But I don't have Grandma anymore

If I get to heaven, I'll look for
Grandma's Hands ... (Music) ... ...
uh...mm... uh... u... h... m...

SESSION II

Aging--What Is It?

Resources Needed:

Pencils, paper
16 MM movie projector
Screen
Information Sheet 1, "Aging Facts and Fables"

Teaching Plans for the Session:

Approx. Time: 30 min.

A. Show the film, "Aging".

Introduce the film to the students. The following statements might be used: "Young people often find it difficult to believe that they will one day be old. But America's population is shifting: the numbers of the aged continue to increase. Society must be prepared to provide for the needs and demands of its older citizens. The rapidly expanding field of gerontology is devoted to studying the process of aging and to finding out more about what it is like to be old.

This film refutes the common stereotype that old people are all alike. It emphasizes the individuality of old people, the variety of their needs and desires, and the joys and satisfactions to be found in older age. It discusses some of the life styles followed by the old people in America, concentrating on those patterns that seem to provide the most satisfactions."

Ask the students to look for the following specific things in the film:

1. What are some of the commonly held negative stereotypes?

2. What are some of the different patterns of aging as discussed by Havighurst?

20 min. B. After the film is shown, divide the class into discussion groups of five or six members. Ask half of the groups to discuss and react to the stereotypes mentioned in the film. Ask the other half of the groups to discuss and react to the different patterns of aging and retirement outlined in the film.

Allow about ten minutes for group discussion. Have each group select a recorder and report to the total group following the discussion. The total group might briefly express any further feelings or reactions they have to the stereotypes or patterns of aging or to any other points presented in the film.

C. Assignment

Give students Information Sheet 1, "Aging - Facts and Fables."

Ask the students to find pictures, quotes, stories, T.V. programs, or advertising that indicate something about the existing stereotypes of older people and to bring them to the next session.

AGING -- FACTS AND FABLES

Information Sheet 1

Today, there are 31 million Americans who are 60 years or older. This represents 14.7% of all Americans. These older adults make up the single largest minority in the country.

Total USA population: 213 million
65 and over: 22 million

Below are listed some of the facts and fables about elderly people:

FABLE: Most elderly people are bedridden or institutionalized.

FACT: Only 5% of the elderly population are institutionalized. 95% retain their own households. The majority of elderly people are not disabled and retain good health all their lives.

FABLE: Elderly people often become senile.

FACT: What is diagnosed as "senility" may actually be the by-product of anemia, malnutrition, or infection. Such conditions may be fully reversible. There may be no organic disease at all, in which case psychotherapy may help. With proper care, elderly people can recover from mental breakdowns, just as the young do.

FABLE: Old age means a loss of memory and learning ability.

FACT: Vocabulary and conceptual skills often grow after 60. In the absence of brain disease, old people are not notably more forgetful than young people. Speed of learning may be slower, but the learning may have a deeper value. The capacity to learn new things and to relearn old things is still great and vital.

Information Sheet 1

FABLE: Elderly people are "set in their ways."

FACT: On the contrary, they can be remarkably adaptable. They've had to be. They have lived through more technological and social change than any other group in history--from the horse and buggy to the supersonic transport.

FABLE: Older workers are less capable than young workers.

FACT: Older workers have less absenteeism than young workers. They have fewer on-the-job accidents. They are more satisfied with their jobs in many cases, and they are no less efficient than younger workers.

SESSION III

Why Should Youth Be Concerned?

Resources Needed:

Large sheets of newsprint or butcher paper
Crayons or colored pencils
China markers and pencils
Masking tape
Rubber cement
Old magazines

Room Arrangement:

Have butcher paper or large sheets of newsprint taped to the wall so that students can tape or glue the pictures, write their quotes, etc. that were found to make a mural. This activity should be done as the students enter the room. If students forgot their assignment, ask them to look through old magazines to find some pictures.

Chairs should be grouped around tables or desks for a drawing activity.

Teaching Plans for Session:

Approx. Time: 25 min.

A. Once the mural is completed, ask the total group what images of aging the mural brings to mind. The following questions might be asked to initiate discussion:

1. Do the images differ for men and for women?

2. Do the images confirm your view of the aged?

3. What aspects of aging are seen repeatedly?

4. Which of the images are stereotypes?

25 min.

B. Pass out large pieces of newsprint, china markers, crayons, and colored pencils. Ask the students to draw pictures of themselves as an old person, making it as

detailed as possible. Ask them to consider the following questions as they draw the picture:

1. What will you look like physically?

2. What kind of clothing will you be wearing?

3. How will you feel about life?

4. What are some activities you might be doing?

After students have drawn their pictures, have each person share his/her picture with the total group. Get them to elaborate a little about "how they will feel about life" and "some of the activities they might be doing."

C. If time allows, read some quotes on old age (see attached sheet or add others you can find). Get a reaction from the group about the meaning of the quotes. Do the quotes say anything to them about their own aging?

CONCERNING OLD AGE

"Each person is his own time clock, some going much faster than others." (p. 9, Havighurst, "Older People")

"Aging is becoming. It involves the total person--the personality from birth to death."

"Do not go gentle into that good night; old age should burn and rave at the close of day; Rage, rage against the dying of the light." (Dylan Thomas)

"He is the happier man who can see the connection between the end and the beginning of life." (Goethe)

"Yes, my darling, you will be
Always young and fair to me."
(from the song, "Silver Threads Among the Gold")

"Aging is not an event that takes place overnight, but a process that begins at the time of conception and continues throughout life." (Herman Loether)

"Most men lead lives of quiet desperation." (Thoreau)

"It is a pity that youth is wasted on young people."
(George Bernard Shaw)

"Maybe the real reason old people are shut away to die is that we just can't stand the sight of them, possibly because we can't stand the thought of our own old age." (from the film-strip, "How Would You Like To Be Old?")

"Our oppressive, paternalistic society wants to keep us old folks out of the way, playing bingo and shuffleboard."
(Maggie Kuhn)

"We believe that aging is not a reason for despair, but a basis for hope, not a slow decaying, but a gradual maturing; not a fate to be undergone, but a chance to be embraced."
(from the book, Aging.)

"Old age is not a defeat--but a victory,
Not a punishment--but a privilege."
(Ethel Percy Andrus)

SESSION IV

Why Should Youth Be Concerned?

Aim: To sensitize students to their own aging process.

Resources Needed:

Pencils
Life Inventory questionnaire
Cassette tape player
Cassette tape "Caring As A Way To The Self"
Information Sheets 2 & 3

Teaching Plans for Session:

Approx. Time: 30 min.

A. Life Inventory.

Divide the class into groups of three. In each group, one person becomes the interviewer, one the interviewee, and the third person becomes the recorder. The teacher should also become a member of a group.

Give the interviewer a copy of the attached Life Inventory sheet so he or she can ask questions of the interviewee. Explain to the persons being interviewed that they are to project ahead and answer the questions as if they were 69 years old looking back on their lives. The recorders should take down some of the key ideas, but the recorder is not to enter into the interview. After five minutes, rotate roles within each group. Five minutes later, rotate roles again. At the conclusion of this activity, each person should have served as interviewer, interviewee, and recorder.

Following the interviews, ask the total group what they felt as they were responding to the Life Inventory. What kind of reactions did they have as they tried to project themselves as 69 years old? This portion of the session might be concluded by asking, "Do you think that there is any truth to the statement that the kind of person you are at 69 is largely dependent on what your life was like before that age?"

Ask the respondents to elaborate on their responses, whether the answer be "yes" or "no".

20 min. B. Give the students Information Sheet 2, "Caring As A Way To The Self".

Play the tape, "Caring As A Way To The Self".

The tape might be introduced in this way:

"The tape you are about to hear is a passage taken from a small paperback book called Aging. It was written by Henri Nouwen and Walter Gaffney. Aging is a beautifully written essay on the gentle art of growing old gracefully and enjoying it at the same time. The passage on the tape pertains to 'making ourselves available to the experience of becoming old.'"

After the tape, ask the students to react to what they heard.

C. Assignment.

Give students Information Sheet 3, "Aging - Physical Changes and Needs." Ask students to read the sheet before the next session.

LIFE INVENTORY

(Answer the questions below as if you were 69 years old, looking back on your life.)

1. What would you like to be said about you at age 69?

2. What contributions have you made to the world?

3. What have been your greatest satisfactions in life?

4. What kinds of things are you looking forward to now?

CARING AS A WAY TO THE SELF

Information Sheet 2

Our first question is not how to go out and help the elderly, but how to allow the elderly to enter into the center of our own lives, how to create the space where they can be heard and listened to from within with careful attention. Quite often our concern to preach, teach, or cure prevents us from perceiving and receiving what those we care for have to offer. Does not healing, first of all, take place by the restoration of a sense of self-worth? But how can that take place unless there is someone able to discover the beauty of the other and willing to receive it as a precious gift? Where else do we realize that we are valuable people except in the eyes of those who by their care affirm our own best self?

To receive the elderly into our inner self, however, is far from easy. Old age is hidden not just from our eyes, but much more from our feelings. In our deepest self we keep living with the illusion that we will always be the same. We not only tend to deny the real existence of old men and women living in their closed rooms and nursing homes, but also the old man or woman who is slowly awakening in our own center. They are strangers, and strangers are fearful. They are intruders threatening to rob us of what we consider our own.

Not too long ago a thirty-two year old, good looking, intelligent man, full of desire to live a creative life, was asked: "Jim, what are your plans for the future?" And when he answered: "I want to work with the elderly and I am reading and studying to make myself ready for that task," they looked at him with amazement and puzzlement. Someone said: "But, Jim, don't you have anything else to do?" Another suggested: "Why don't you work with the young? You'll really be great with them." Another excused him more or less, saying: "Well, I guess you have a problem which prevents you from pursuing your own career." Reflecting on these responses, Jim said: "Some people make me feel as if I have become interested in a lost cause, but I wonder if my interest and concern do not touch off in others a fear they are not ready to confront, the fear of becoming an old stranger themselves."

Thus, care for the elderly means, first of all, to make ourselves available to the experience of becoming old. Only he who has recognized the relativity of his own life can bring a smile to the face of a man or woman who feels the closeness of death. In that sense, caring is first a way to our own aging self, where we can find the healing powers for all those who share in the human condition. No guest will ever feel welcome when his host is not at home in his own house. No old man or woman will ever feel free to reveal his or her hidden anxieties or deepest desires when they only trigger off uneasy feelings in those who are trying to listen. It is no secret that many of our suggestions, advice, admonitions, and good words are often offered in order to keep distance rather than to allow closeness. When we are primarily concerned with giving old people something to do, offering them entertainment and distractions, we might avoid the painful realization that most people do not want to be distracted, but heard; not entertained, but sustained.

Nouwen, H. J. M. and W. J. Gaffney. Aging, The Fulfillment of Life. Garden City: Doubleday & Co., 1976. (pp. 101-103)

AGING -- PHYSICAL CHANGES AND NEEDS

Information Sheet 3

Many of the health problems plaguing older people can be avoided or alleviated. Many old people do not get proper medical treatment. They often avoid going to the doctor until it is too late. Sometimes they simply cannot afford medical help.

FACT: Four major chronic diseases that occur more frequently as aging progresses are heart disease, hypertension, diabetes and arthritis.

FACT: Visual problems are twice as prevalent among older people as among the middle-aged. The pupil of the eyes will not open as wide and the lens tends to yellow as one ages, thus reducing the amount of light entering the eye. We must compensate with increased non-glare light. It takes twice as much light to do the same job at 60 as at age 20.

FACT: Two-thirds of the elderly population experience hearing loss.

FACT: Maximum hearing ability is attained at about age 15, followed by a gradual loss throughout the life span.

Health problems of some older people stem from the fact that they do not get adequate nourishment and exercise.

A. Limited money often makes it impossible to purchase adequate amounts of nourishing foods.

B. Dental problems may result in eating difficulties.

C. Poor physical condition or loneliness may lead to disinterest in food.

D. Diminished sharpness of the senses, particularly the taste buds, may affect the appetite.

E. Interest in food fads may result in unbalanced diets.

Information Sheet 3

As a greater number of people live to become old, it becomes more important that social adjustments to their failing eyesight be made.

A. The amount of light in a public room such as a restaurant is reduced to the point that older people are often unable to read a menu or see what they are eating.

B. Many public signs and price tags are so small that they confuse older people who have to interpret them in shopping, driving, etc.

C. The threshold below which they cannot hear also changes, necessitating that people who want to communicate with them must increase the intensity and lower the pitch of the sounds they use.

D. Public vehicles are seldom built or operated with the declining ability of older people in mind, but growing dependence of older people on mass transit and the increased number of elderly people make it necessary to recognize their handicaps in the design and operation of the vehicles they will use.

SESSION V

Problems and Satisfactions of Aging

Aim: To acquaint students with the physical problems of aging and with the adjustments that can be made to cope with these problems.

Resources Needed:

Cellophane paper
Frames from eye glasses
Cotton balls
Old magazines
Information Sheet 3
Paper, pencils
Cassette tape player
Cassette tape: "Getting Through"
Copies of "An Unfair Hearing Test" for each student

Teaching Plans for Session:

Approx. Time: 15 min.

A. Have students participate in a learning situation in which they experience sensory deprivation. Give half the students a pair of glasses with cellophane covering the lenses to distort vision, and give the other half cotton to be placed in their ears to lower their hearing threshold.

Divide the students into pairs (one wearing glasses and one wearing cotton earplugs). Ask the student wearing glasses to read a short small-print article from a magazine to the student wearing cotton earplugs. Then have them take off the cotton earplugs and the glasses and have the students wearing earplugs tell the other students what they heard. Then reverse the activity.

Summarize reactions of the entire group by discussing the following questions:

1. What difficulties did you experience with hearing loss and eyesight loss?

2. How do you think these kinds of losses affect elderly people's lives?

35 min. B. "Getting Through", a guide to better understanding of the hard of hearing.

The cassette tape, "Getting Through", may be introduced in the following manner:

"We will be listening to a tape which will show those of you with normal, or near normal, hearing just what the hard of hearing really experience as they attempt to follow and understand everyday conversation. By using electronic filters, sound is distorted as it might actually be heard by a friend or member of your family who has a hearing loss. By experiencing these hearing difficulties yourself, you may better understand the problems and frustrations of the hearing handicapped.

During the third part of this tape, you will be instructed to take 'an unfair hearing test'. You will be asked to list words as they are dictated. The words can be put on the Unfair Hearing Test Sheet." Pass Unfair Hearing Test Sheets out to the students.

Remember, once the volume control is set at the proper level, do not readjust it.

Play the cassette tape, "Getting Through". When finished, summarize the reactions of the entire group by discussing the following questions:

1. When you were unable to hear what was said on the tape, how did it make you feel?

2. How do you think hearing losses affect elderly people's lives?

After the tape is completed, the ten words may be placed on the chalkboard as follows: filled, catch, thumb, heap, wise, wedge, fish, shows, bed, juice. Students may compare their answers with the correct ones.

AN UNFAIR HEARING TEST

A	B	C
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

SESSION VI

Problems and Satisfactions of Aging

Aim: To acquaint students with the physical problems of aging and with the adjustments that can be made to cope with these problems.

Resources Needed:

Paper, pencils
Newsprint list of "Problems of Aging" (saved from Session I)
Slide projector
Cassette tape player
Slides--"Age Related Sensory Losses - An Empathic Approach"
Cassette tape--"Age Related Sensory Losses - An Empathic Approach"
Information Sheet 4, "Aging--Developmental Tasks of Life"

Teaching Plans for Session:

Approx. Time:
25 min.

A. Introduction.

The slide presentation might be introduced in this manner: "The slide set you are about to see will show you how the world looks to some elderly people. Notice how some of the images are blurred and some of the sounds are muffled. Notice the problems which are associated with hearing or visual loss which must be dealt with by some older adults."

Show the slides--"Age Related Sensory Losses - An Empathic Approach".

Divide the class into groups of five or six members. Ask half of the groups to discuss the questions: "What kinds of feelings did you have when you watched the slides? Do you see any similarities between what you saw on the slides today and your experience of sensory loss using eyeglasses and cotton earplugs in class yesterday?" Ask the other half of the

groups to discuss this question: "What problems do older people encounter as a result of sensory losses?"

Each group might summarize their reactions to the questions to the total group.

Ask for general discussion on the ideas presented on the slides.

25 min. B. Refer to the newsprint lists of "Problems of Aging" saved from Session I. Ask the total group to discuss such questions as:

1. Are any of the problems we listed in the first session related to sight and hearing reduction? Which ones? In what way?

2. What kinds of things are needed to help older adults cope with vision and hearing loss?

Information Sheet 3, "Aging--Physical Changes and Needs," might be reviewed to support the ideas presented in group discussion and/or to introduce other ideas which need to be discussed. Emphasize the importance of exercise and good nutrition in alleviating many of the physical problems related to aging.

C. Assignment.

Give students Information Sheet 4, "Aging--Developmental Tasks of Life".

AGING -- DEVELOPMENTAL TASKS OF LIFE

Information Sheet 4

1. Developmental tasks of infancy and early childhood:

    1. Learning to walk.
    2. Learning to take solid foods.
    3. Learning to talk.
    4. Learning to control the elimination of body wastes.
    5. Learning sex differences and sexual modesty.
    6. Forming concepts and learning language to describe social and physical reality.
    7. Getting ready to read.
    8. Learning to distinguish right and wrong and beginning to develop a conscience.

2. Developmental tasks of middle childhood:

    1. Learning physical skills necessary for ordinary games.
    2. Building wholesome attitudes toward oneself as a growing organism.
    3. Learning to get along with age-mates.
    4. Learning an appropriate masculine or feminine social role.
    5. Developing fundamental skills in reading, writing, and calculating.
    6. Developing concepts necessary for everyday living.
    7. Developing conscience, morality, and a scale of values.
    8. Achieving personal independence.
    9. Developing attitudes toward social groups and institutions.

3. Developmental tasks of adolescence:

    1. Achieving new and more mature relations with age-mates of both sexes.
    2. Accepting one's physique and using the body effectively.

3. Achieving emotional independence of parents and other adults.
4. Preparing for marriage and family life.
5. Preparing for an economic career.
6. Acquiring a set of values and an ethical system as a guide to behavior.
7. Desiring and achieving socially responsible behavior.

4. Developmental tasks of early adulthood:

1. Selecting a mate.
2. Learning to live with a marriage partner.
3. Starting a family.
4. Rearing children.
5. Managing a home.
6. Getting started in an occupation.
7. Taking on civic responsibility.
8. Finding a congenial social group.

5. Developmental tasks of middle age:

1. Assisting teen-age kids to become responsible and happy adults.
2. Achieving adult social and civic responsibility.
3. Reaching and maintaining satisfactory performance in one's occupational career.
4. Developing adult leisure-time activities.
5. Relating oneself to one's spouse as a person.
6. To accept and adjust to the physiological changes of middle age.
7. Adjusting to aging parents.

6. Developmental tasks of later maturity:

1. Adjusting to decreasing physical strength and health.
2. Adjustment to retirement and reduced income.
3. Adjusting to death of a spouse.
4. Establishing an explicit affiliation with one's age group.
5. Adopting and adapting social roles in a flexible way.
6. Establishing satisfactory physical living arrangements.

Havighurst, Robert

SESSION VII

Problems and Satisfactions of Aging

Aim: To acquaint students with some of the psychological aspects of aging with the Developmental Tasks Concept.

Resources Needed:

Film strip--"How Would You Like to be Old?"
Film strip projector
Screen
Information Sheet 5

Teaching Plans for Session:

Approx. Time: 5 min. A. Briefly review the Developmental Tasks concept using Information Sheet 4. Ask the students if they have any questions regarding the ideas presented in the Information Sheet.

30 min. B. Show the film strip, "How Would You Like to Be Old?"

The following introduction might be used for Part I of the film strip:

"This film strip is divided into two parts. Part I considers the problems that beset many of our elderly citizens. As you view this portion of the film strip, see if you can identify some of the problems of the elderly along with some of the developmental tasks portrayed in the film strip."

The following introduction might be used with Part II:

"Part II open by setting forth some of the useful contributions that the aged can make to society. Part II also suggests methods of improving the social conditions for the elderly.

Part II concludes with the elderly explaining ways in which old age can be made a useful, productive, and fulfilling period.

Look for the contributions and satisfactions along with other developmental tasks faced by older adults."

15 min. C. After the film strip, divide the group into discussion groups of five or six members. Ask half of the groups to list and discuss some of the problems faced by elderly people that were indicated in the film strip and to pick out the developmental tasks illustrated in the film strip. Students can refer to Information Sheet 4, "Aging--Developmental Tasks of Life," as they discuss their questions.

Ask the other half of the discussion groups to discuss some of the contributions that the elderly can make to society as indicated in the film strip, and ways in which old age can be made a useful, productive, and fulfilling period. Ask them also to identify any developmental tasks they discovered in the film strip.

Ask each group to select a recorder who will summarize discussion group reactions to the total group. Some total group discussion of the ideas presented might follow if time allows.

D. Assignment.

Give students Information Sheet 5, "Aging--Coping With Retirement".

AGING -- COPING WITH RETIREMENT

Information Sheet 5

There are a number of different patterns of adjustment to aging and retirement--some successful and some unsuccessful. The way persons grow old depends to a degree on their personality--what their psychological drives are and their ability to satisfy these drives in old age. In some cases, poor adjustment to aging can be seen to stem from lifelong personality problems.

There are two well-known theories that pertain to psychological adjustments in retirement, as discussed by Robert Havighurst and Bernice Neugarten:

1. Activity Theory

   Except for the biological changes in health, older people are the same as middle-aged people with essentially the same needs. This theory maintains that continuous activity all during one's lifetime, with no noticeable decline at retirement age, is the way to stay happy.

2. Disengagement Theory

   As people age, they are happiest if they withdraw from the environment. Pressures to perform are reduced; and, at the same time, society disengages from the older person, focuses on younger people, thus satisfying society and the individual. This theory views old age as a new, separate part of life.

Both activity and disengagement can occur among those well adjusted to aging. Research indicates that there are different, but equally successful, patterns of adjustment to aging.

Many older persons accept a decline in activity as an inevitable fact of growing old and they continue to maintain a sense of self-worth and satisfaction with past and present life. Other people have negative feelings regarding the loss of activity and are dissatisfied with their lives.

SESSION VIII

Problems and Satisfactions of Aging

Resources Needed:

2 or 3 retired persons

Room Arrangement:

A table or desk with chairs for the panel should be placed in front of the room.

Teaching Plans for Session:

Approx. Time:
25 min. A. Panel Discussion.

Invite 2 or 3 well-adjusted retired people to participate in a question and answer period. Try to select people who are active and have a positive attitude toward life.

Ask each panel member to spend three or four minutes telling about the problems, joys and satisfactions of being retired. Afterward, allow time for the students to ask questions and react to the discussion.

The following questions might be asked the panel to initiate discussion if questions are slow coming from the total group:

1. What kinds of things do you do durirg the day?
2. Do you have grandchildren, family members around?
3. What do you find most enjoyable about retirement?
4. What do you find least enjoyable about retirement?

25 min. B. Divide the class into as many groups as you have panel members. Ask a panel member to join each group and interact with the students.

Each group should be free to explore any area they wish with the older person. Encourage them to question and find out as much as possible about what the life of a retired person is like and how they (the retired persons) view life.

Note: Depending on the policy of your school and the willingness of some volunteers, this may be an appropriate session to offer light refreshments toward the end of the period.

SESSION IX

Let's Get Together

Aim: To keep students in touch with their own aging process.

Resources Needed:

Newsprint
China markers
Masking tape

Teaching Plans for Session:

Approx. Time: 30 min.

A. Epitaph Activity.

Sometimes it helps to gain perspective of life by contemplating death. What is life all about? What difference would it make if you were not alive? This epitaph activity can help the group look at the meaning of their lives in a simple, but challenging way.

This activity might be introduced by saying something like, "Have any of you ever been to old graveyards and read some of the inscriptions on the tombstones?

For example:

'Ezra Jones lived as he died. Out of debt, out of sight and out of sorts.'

'Sara Miller, A Woman of Valor.'

What would you want engraved on your own tombstone? What would be an accurate description of you and your life in a few short words?"

Have each student take some newsprint, draw a tombstone on it and put his or her epitaph on it.

You, as a teacher, should also participate in this activity. The teacher must be willing to share his or her thoughts if he/she expects the students to do so.

After everyone is finished, the epitaphs might be placed on the walls. Ask the following questions and discuss:

1. What was your reaction to this exercise?

2. Did it say anything to you about your own aging process? Explain.

3. Did this activity say anything to you about the kind of person you want to be when you grow old? Explain.

20 min. B. Total Group Discussion.

Ask the students what they think youth and old age have in common. These could be listed on newsprint or chalkboard. After the ideas have been gotten from the group, the following ideas could be shared with the total group on newsprint:

1. Both tend to look at life beyond financial gains to be made (perhaps older persons have little money or have made their money while younger persons are idealistic and want to look beyond materialism.)

2. Youth and older persons tend to be victims of stereotyping; perhaps more so than the middle-aged.

3. Both youth and elderly are seen as non-productive to an industrially-oriented society.

4. Both youth and older persons lack political power as compared with the middle-aged.

5. Elderly and youth both have more leisure--more free leisure--than the middle-aged allow themselves or are allowed by others.

6. Both are perceived as inadequately educated; one by formal school and the other by experience.

7. Both are effectively poor.

8. Both need love.

9. Neither is "supposed" to engage in sexual activity.

10. Both are poorly nourished, in some cases.

11. Both enjoy day-dreaming--the young of things to be, the old of things that were.

Ask the group how they react to these statements. Do they agree or disagree with them? Why or why not? Are there any myths or stereotypes in these statements? Are there any similarities between these statements and those just listed by the group?

SESSION X

Let's Get Together

Aim: To summarize reactions to the class experience.

Resources Needed:

Cassette tape player
Cassette tape "Aging--Young and Old Getting Together"
Information Sheets 6 & 7
Perceptions of Older Adults Scale

Teaching Plans for Session:

Approx. Time: 20 min.

A. Give students copies of Information Sheet 6 to follow as the tape is being played. Play the tape, "Aging--Young and Old Getting Together".

Divide into groups of five or six members for brainstorming activity to answer the question: "What can young people do to help young and old alike to understand and appreciate aging?" Give students a copy of Information Sheet 7, "Brainstorming", and briefly review with them the suggestions for brainstorming.

Allow 10 minutes for brainstorming. Select a recorder to summarize and report back to the total group.

15 min.

B. Total Group Discussion.

In order to determine changes in attitudes during the last two weeks, ask the following questions and discuss:

1. How do you now feel about the elderly?

2. How do you now feel about your own aging?

3. Have you experienced any changes in feelings about yourself as a person?

15 min. C. Administer the Perceptions of Older Adults Scale.

Remind the students that they are not being graded on completing this scale.

AGING -- YOUNG AND OLD GETTING TOGETHER

Information Sheet 6

Growing older is continuous from birth to life's end. Aging involves the total person--the personality from birth to death.

"The care of the old for the young is no different from the care of the young for the old. Real care takes place when we are no longer separated by the walls of fear but have found each other on the common ground of the human condition...

Only when we are able to receive the elderly as our teachers will it be possible to offer the help they are looking for. As long as we continue to divide the world into the strong and the weak, the helpers and the helped, the givers and the receivers, the independent and the dependent, real care will not be possible, because then we keep broadening the dividing lines that caused the suffering of the elderly in the first place.

Just as the greatest gift to the East is to allow the East to change the West, the most important contribution to the elderly is to offer them a chance to bring us into a creative contact with our own aging. Just as the handicapped should remind us of our limitations; the blind, our lack of vision; the anxiety-ridden, our fears; and the poor, our poverty--so the old should remind us of our aging. Thus we can be brought in touch with the fullness of the life experience by an inner solidarity with all human suffering and all human growth. This inner solidarity is the basis of the human community where real care and healing can take place. Therefore, we entered into the darkness so that we might come to the light, and we spoke about the aging self to come to a fuller care of the aging others.

Aging is one of the most essential human processes, one that can be denied only with great harm. Every man and woman who has discovered or rediscovered his or her own aging has a unique opportunity to enrich the quality of his or her own life and that of every fellow human being."

Nouwen, H. J. M. and W. G. Gaffney. Aging, The Fulfillment of Life. Garden City: Doubleday & Co., 1976. (pp. 101-103)

BRAINSTORMING

Information Sheet 7

The leader presents a problem to members of the group, who in reply suggest solutions to the problem. The suggestions are recorded on a chalkboard or newsprint as the group members offer them in rapid succession, allowing no comments or criticisms. After the list is completed, the suggested solutions are evaluated by the group or a committee.

The Goal: To secure many possible solutions to a problem.

The Leader

1. Introduces the problem or issue facing the group.
2. Appoints a secretary to record the suggestions offered by members of the group.
3. Presents the following ground rules for the group members:
   a. Give suggested solutions in rapid succession.
   b. Give any ideas that come to your mind.
   c. Avoid evaluating individual comments.
4. Designates the length of time the brainstorming is to continue.
5. Requests suggestions for solutions.
6. Appoints a committee to evaluate suggestions and determines how these suggestions can be put into effect, or leads the group in such evaluation.

The Group Members

1. Think intently
2. Present any ideas that come to their minds regardless of how ridiculous these may seem.
3. Refrain from commenting, positively or negatively, on any suggestions made by other group members.
4. Assist in evaluating suggestions when the brainstorming session is over.
5. Determine how this information is to be used and put into action.
6. Assist in evaluating the group's learning experience.

Leypoldt, Martha M., 40 Ways to Teach in Groups. Valley Forge, The Judson Press, 1967. (pp 40-41)

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SUPPLEMENTARY MATERIALS

SUPPLEMENTARY MATERIALS FOR USE WITH THE LESSON SERIES FOR ADOLESCENTS ON THE PROBLEMS AND SATISFACTIONS OF AGING IN AMERICA

Film	Available from	Price
"Aging" 16mm film 22 min., color	CRM McGraw Hill Films 110 Fifteenth Street Del Mar, California 92014	$305 (purchase) $ 36 (rental)
	N. C. Department of Human Resources Division of Health Services Film Library P. O. Box 2091 Raleigh, N. C. 27602 (919) 733-3471	Free rental
	Audio Visual Services The Pennsylvania State University Special Services Building University Park, Pennsylvania 16802 (814) 865-6314	$ 14 (rental)
Filmstrips and Cassettes		
"How Would You Like to be Old?" Available as 2 filmstrips and 2 - 12" LPs or 2 filmstrips and 2 cassettes	Guidance Associates 757 Third Avenue New York, New York 10017	$ 52.50 (purchase)
Slide-Tape Set		
"Age Related Vision and Hearing Changes: An Empathic Approach"	Institute of Gerontology Attention: Publications 520 East Liberty Street Ann Arbor, Michigan 48109	$ 50 (purchase)
Recordings		
"An Unfair Hearing Test", Album: Getting Through: A Guide to Better Understanding of the Hard of Hearing	Zenith Radio Corporation 6501 W. Grand Avenue Chicago, Illinois 60635	$ 1 (purchase)
"Eleanor Rigby" Album: Revolver/The Beatles	Capitol Records, Inc. Hollywood and Vine Streets Hollywood, California	$ 6.99 (purchase)

(Recordings continued)	Available from	Price
"Bookends Theme Song" Album: Bookends/Simon and Garfunkel	Columbia Records CBS, Inc. 51 W. 52nd Street New York, New York	$ 6.99 (purchase)
"Grandma's Hands" Bill Withers Single 45 RPM SUX 227	Sussex Records, Inc. 6430 Sunset Blvd. Hollywood, California 90026 Distributed by: Buddah Records 1650 Broadway New York, New York 10019	
"When I'm Sixty-Four" Album: Sgt. Pepper's Lonely Hearts Club Band/The Beatles	Capitol Records, Inc. Hollywood and Vine Streets Hollywood, California	$ 6.99 (purchase)
"Hello in There" Taken from the film-strip-cassette set: "How Would You Like to be Old?" or Album: The Best of Prine/John Prine	Atlantic Records	$ 6.99 (purchase)
Cassettes		
"Caring as a Way to the Self" and "Aging--Young and Old Getting Together", Readings taken from the book: Aging, The Fulfillment of Life, H.J.M. Nouwen and W. G. Gaffney (1976, pp. 101-103)	Doubleday and Company Garden City, New York 11530	$ 2.45 (purchase)
Eyeglass frames		
	Old eyeglass frames are available from Local optometrists	